



State Improvement Plan for Children with Disabilities



A Message from the State Superintendent

Prepared by the
**Wisconsin Department of
Public Instruction
Special Education Team**

with assistance from

- The State Superintendent's Special Education Advisory Council
- Parents of Children with Disabilities
- Educators
- Other Interested Stakeholders

The State Improvement Plan (SIP) for Children with Disabilities represents our vision of how to improve educational results for children with disabilities in Wisconsin. It is a thoughtful and comprehensive strategy developed by caring families, hard-working students, concerned community members, and dedicated educators within our state.

Individualized planning and appropriate instruction from qualified staff, supportive learning environments and resources, and collaborative partnerships among families, schools, and communities are the mainstays of the vision of improved student outcomes. Working together toward the vision, we can help our children with disabilities achieve academically and become caring, contributing, productive, and responsible citizens.

State Superintendent John Benson

Vision

The SIP is the Department of Public Instruction's (DPI) vehicle for providing statewide direction and leadership in the education of children with disabilities. The Department's mission, embedded in the SIP, is to work together with collaborative partners to prepare students with disabilities for post-secondary education or satisfying employment and a level of independent living that is uniquely appropriate for each individual.

Background

Wisconsin's SIP is based on an analysis of a statewide needs assessment and is a response to issues identified collaboratively by parents, students, educators, government agencies, community organizations, and various advocacy groups. It focuses on the goals of improved student outcomes, supportive learning environments, quality educators, and collaborative partnerships that facilitate successful transitions from grade to grade and ultimately to a student's goal for life after secondary school. The plan is designed to support Wisconsin's existing state education reform efforts and increase system capacities to improve results for all children.

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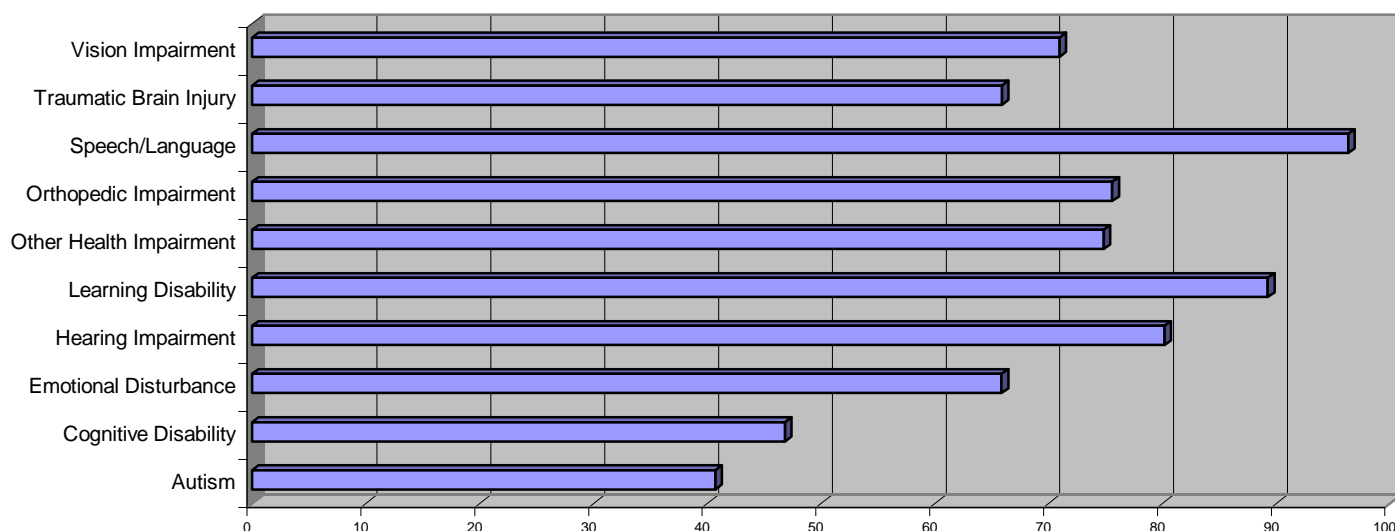
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Goal 1: Students in Society

Students with disabilities will demonstrate skills which will enable them to become independent, productive, and included citizens in society.

Objectives

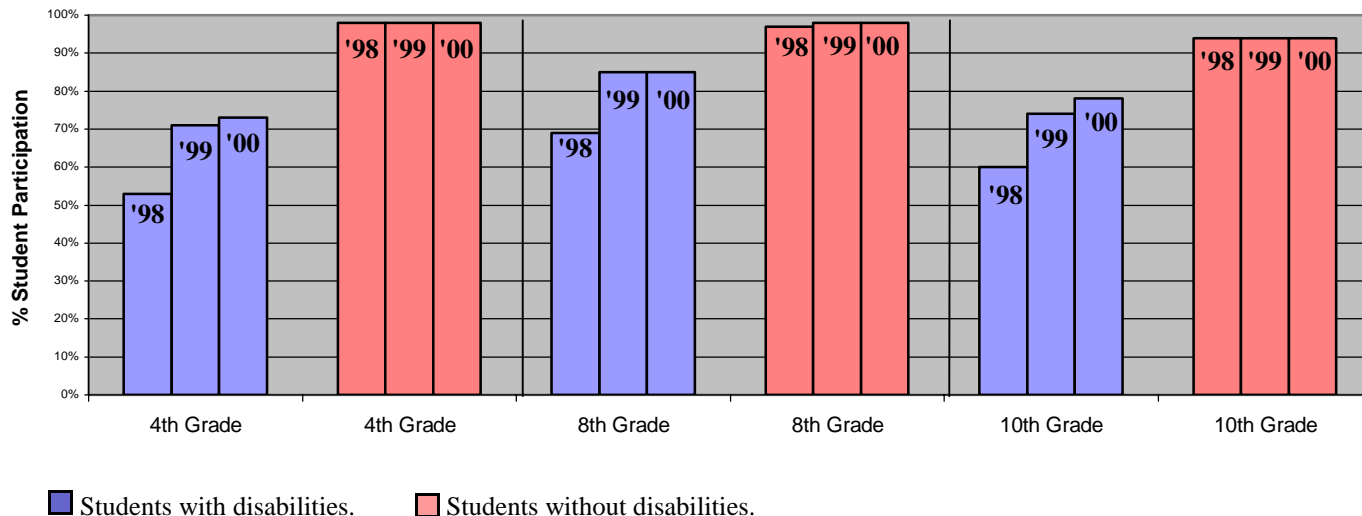
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| <p>1.1 The percentage of students with disabilities who participate in the general education curriculum and statewide standardized assessments will increase.</p> <p>1.2 The percentage of students with disabilities who score at the proficient or advanced performance level on standardized statewide assessments will increase.</p> <p>1.3 The quality of education will improve so that all students will meet high standards for academic performance and personal behavior, thus reducing referral rates for special education.</p> | <p>1.4 The percentage of students with disabilities who exit high school with a diploma will increase.</p> <p>1.5 The percentage of students with disabilities who are employed or participating in postsecondary education three years after leaving high school will increase.</p> <p>1.6 The percentage of students with disabilities who are living independently or in assisted living arrangements three years after leaving high school will increase.</p> |
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Graduation Rate

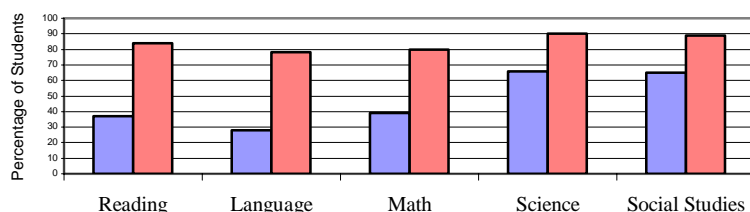
For the 1998-1999 school year, 78% of 12th grade students with disabilities graduated from high school. The graph above shows the percentage of students within each disability area that graduated with a regular diploma.

WKCE State Progress Report

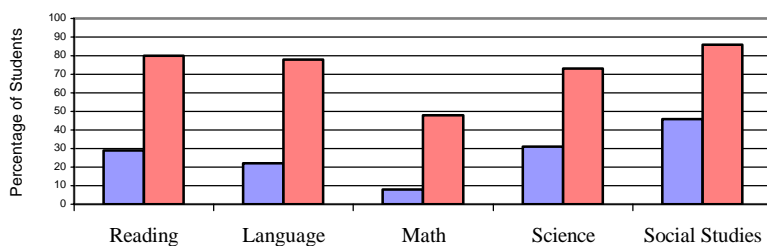
WKCE PARTICIPATION RATES 1998-2000



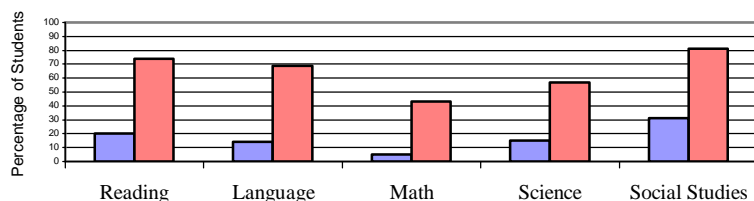
2000 WKCE Performance Results



4th Grade



8th Grade



10th Grade

Statewide Achievement Tests

known as the Wisconsin Knowledge and Concepts Examinations (WKCE) are given annually to students in grades four, eight, and ten. The WKCE measures achievement in reading, language, mathematics, science, and social studies. The percentage of students participating in the WKCE has increased since 1998. However, up to 14% of students with disabilities did not participate in various subtests of the 2000 WKCE.

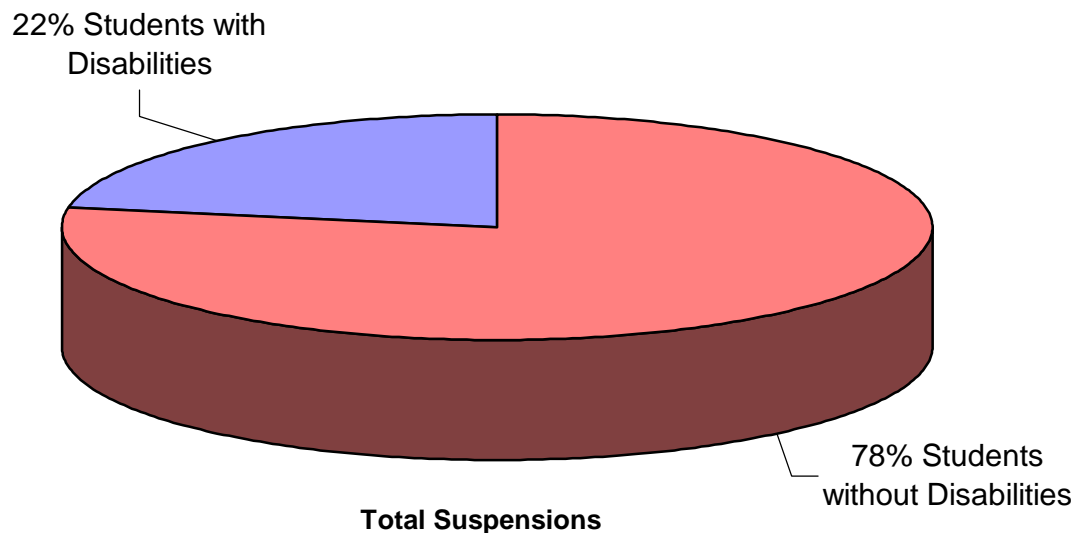
Performance on the WKCE is reported at advanced, proficient, basic, minimal, and pre-requisite levels of achievement. It is the goal of the DPI that 80% of all students will score at or above the proficient level. The graphs at the left indicate the percentage of students who scored at or above the proficient level on the 2000 WKCE.

Goal 2: Supports for Learning

Students with disabilities will have supportive learning environments and resources to help all students become caring, contributing, and responsible citizens.

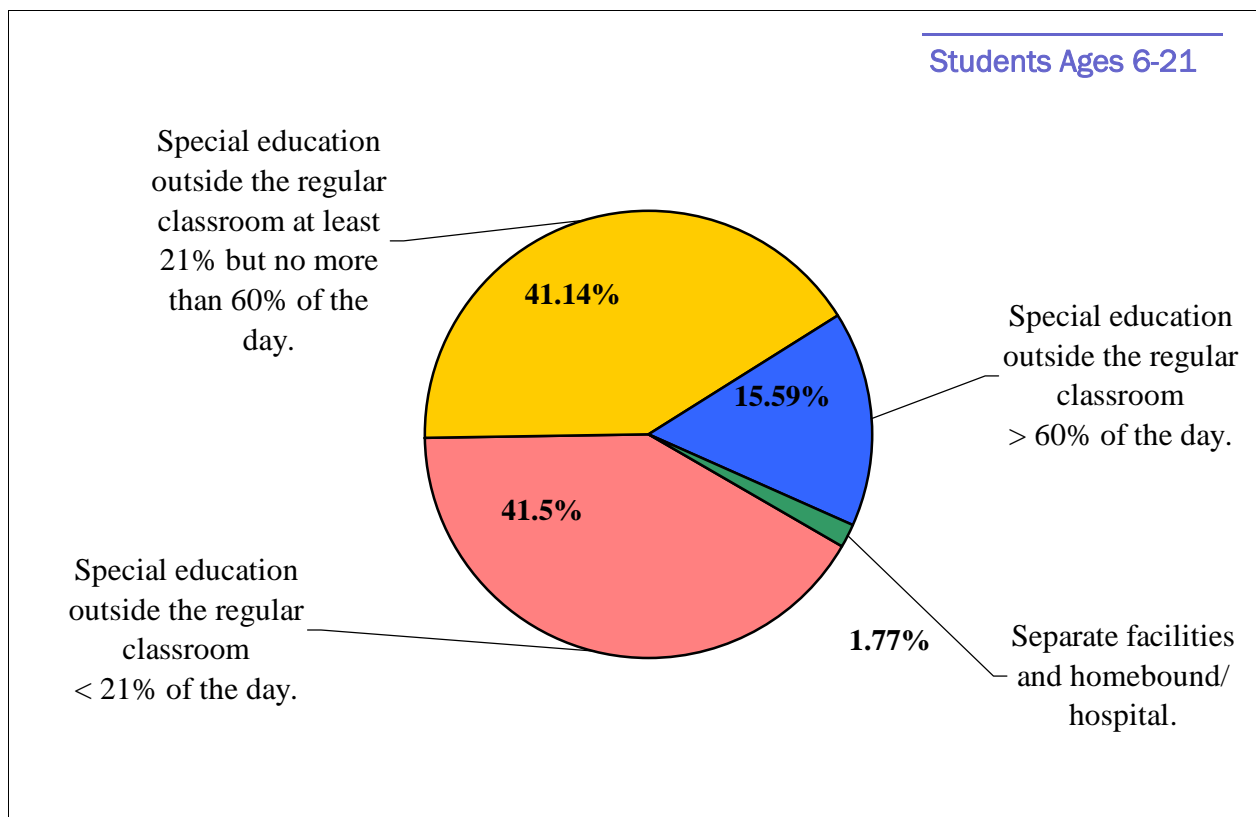
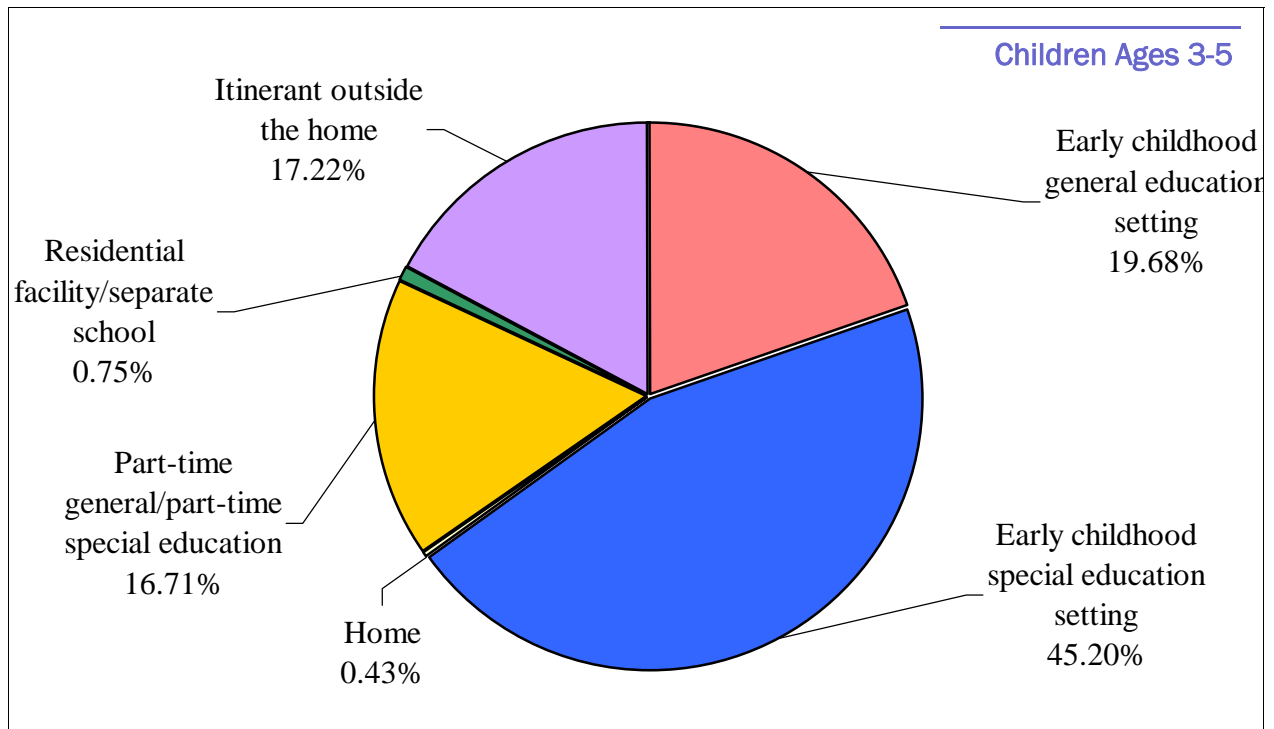
Objectives

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|---|---|
| 2.1 The percentage of preschoolers with disabilities who receive special education and related services in inclusive settings will increase. | 2.3 The percentage of students with disabilities who dropout of school will decrease. |
| 2.2 The percentage of students with disabilities who participate in the regular education environment with supplementary aids and services to the maximum extent appropriate as determined by the IEP team will increase. | 2.4 The number of students with disabilities who are suspended or expelled will decrease. |

Suspension Rate

Statewide, 6.52% of the entire student population was suspended during the 1998-1999 school year. Of all the students suspended, 22% were students with disabilities.

Educational Environment December 1999



Most children with disabilities ages 3-5 were served in the early childhood special education setting during the 1999-2000 school year. Most (41.5%) students with disabilities ages 6-21 received educational services in the regular education classroom the majority of the school day, followed by 41.14% served in resource rooms.

Goal 3: Quality Staff

Students with disabilities will receive individualized planning and appropriate instruction from qualified staff.

Objectives

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| <p>3.1 The number of special education teachers and related service personnel in disability areas of greatest need will increase.</p> <p>3.2 The knowledge and skills of regular and special education teachers, paraprofessionals, related service providers, and administrators to improve educational results for children with disabilities will increase.</p> | <p>3.3 In cooperation with special education teachers, training for paraprofessionals involved in the provision of services for students with disabilities will increase.</p> <p>3.4 The number of school district special education staff that participate in Cooperative Educational Service Agencies (CESAs) statewide data retreats will increase.</p> <p>3.5 The knowledge of state special education eligibility criteria and proper application will increase.</p> |
|--|---|

Ten Wisconsin Teaching Standards

Teachers . . .

1. know the subjects they are teaching.
2. know how children grow.
3. understand that children learn differently.
4. know how to teach.
5. know how to manage a classroom.
6. communicate well.
7. are able to plan different kinds of lessons.
8. know how to test for student progress.
9. are able to evaluate themselves.
10. are connected with other teachers and the community.

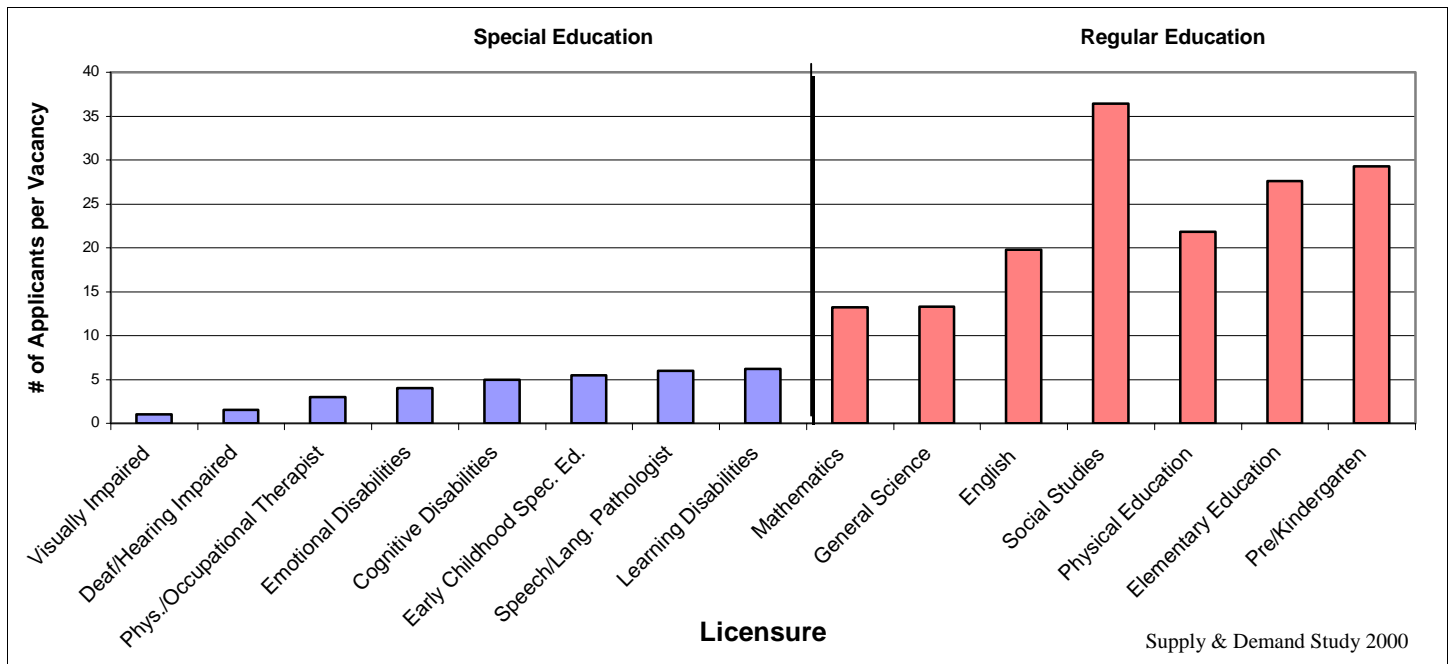
Pupil Services Standards

Pupil Service Personnel . . .

1. understand the ten teaching standards.
2. use strategies that support pupil learning, health, safety, and development.
3. use research methods to improve practice.
4. understand and represent professional ethics and social behaviors appropriate for school and community.
5. understand collaborative pupil services programs.
6. address the wide range of social, emotional, behavioral, and physical issues which may limit positive pupil outcomes through system-wide interventions.
7. interact successfully with pupils, parents, educators, employers, and community support systems.

As of June 2000, to receive a license to teach in Wisconsin, an applicant must complete an approved program of study and meet the ten teaching standards specified in Chapter PI 34.02. The three stages of licensure are initial educator, professional educator, and master educator. Initial educators are assigned a mentor and must complete a professional development plan and portfolio. Professional and master educators must meet more rigorous requirements. Standards for administrators and pupil service personnel include an understanding of these ten standards in addition to others.

Ratio of Applicants to Vacancies for 1999-2000



One measure of teacher supply and demand is the ratio of applicants to vacancy, the fewer applicants per vacancy, the greater the likelihood of under-supply. Overall, there is a greater shortage of special education teachers than regular education teachers. The greatest under-supply of special education teachers/therapists is in the area of Visually Impaired, followed by Deaf/Hearing Impaired, Physical/Occupational Therapy, and Emotionally Disturbed.

Licensure

Over ninety percent (90.26%) of special education teachers in Wisconsin were fully certified to teach during the 1998-1999 school year. The only disability area that did not meet this level was Emotionally Disturbed with 77.90% teachers fully certified. Over 20% of the teachers serving students with emotional disturbances had emergency licenses during the 1998-1999 school year.

Emergency Licenses	%
805 Hearing Impaired	3.85
808 Early Child. Sp. Ed.	6.01
810 Cognitively Disabled	9.40
811 Learning Disability	8.16
820 Speech/Language	2.51
825 Visual Disability	6.67
830 Emotionally Disturbed	20.99

Goal 4: Collaborative Partnerships

Students with disabilities will have a foundation for learning and successful transitions enhanced by collaborative partnerships among families, schools, and communities.

Objectives

- 4.1 Collaboration among parents, regular and special educators, related service providers, and administrators in areas of school governance and the development of quality Individual Education Plans (IEPs) in a consensus-based manner will increase.
- 4.2 Collaboration with postsecondary educational institutions and service agencies will increase.
- 4.3 Collaboration among early intervention, childcare, Head Start and school early childhood programs will increase system level partnerships.

Statewide Transition Initiative

The DPI statewide project, entitled *Piloting a Multi-CESA Approach to Provide Transition Services in the State of Wisconsin*, is about successful student transitions through collaborative partnerships. County Transition Advisory Councils (TAC) and school district Transition Action Teams (TAT) promote interagency and intra-school collaboration with the goal of successful student transition beyond high school.

The DPI's vision for the transition of students with disabilities is that they will exit secondary education to live, work, recreate, and pursue lifelong education and training in the community alongside their non-disabled peers.

Statewide Parent Initiative

The *Wisconsin Statewide Parent-Educator Initiative* (WSPEI) is all about partnerships.

WSPEI is an initiative developed by the DPI for parents, educators, and others interested in parent-educator partnerships to benefit children with disabilities. WSPEI's goal is to help parents and school districts find or create the resources that will help them foster positive working relationships that support shared decision-making and children's learning.

Parents are an important part of their child's education. Increasing the involvement of parents in the education of their child is a goal of WSPEI.



Collaboration with Local Educational Agencies

The DPI believes state systemic change and reform is achieved through local educational agency (LEA) plans of school improvement. To that end, the DPI will assist LEAs with reforming and improving their systems for providing educational, early intervention, and transitional services, including professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities. The DPI will partner with LEAs and other individuals and organizations to identify and design ways to meet emerging and expanding demands to improve education for children with disabilities. Through a process of data analysis and collaboration, we will assess, plan, implement, and evaluate ways to meet the needs of our children.

Interagency Agreements

Department of Health and Family Services

In Wisconsin, infants and toddlers with disabilities are served under the Department of Health and Family Services (DHFS). This organizational structure requires collaboration between the public school system and DHFS especially during the transition from a DHFS early childhood program into the public school system. Recently, the DHFS and DPI agreed to work together to establish and implement statewide policies, procedures, and practices to ensure that all infants and toddlers who are eligible for special education and related services are identified, located, evaluated, and transitioned to appropriate early childhood special education services by the age of three.



Department of Workforce Development Division of Vocational Rehabilitation



The Interagency Agreement between the DPI and the Department of Workforce Development/Division of Vocational Rehabilitation

(DWD/DVR) represents a commitment to collaboration. The agreement will facilitate the smooth transition of students with disabilities from school to employment, post-secondary education, and independent living.

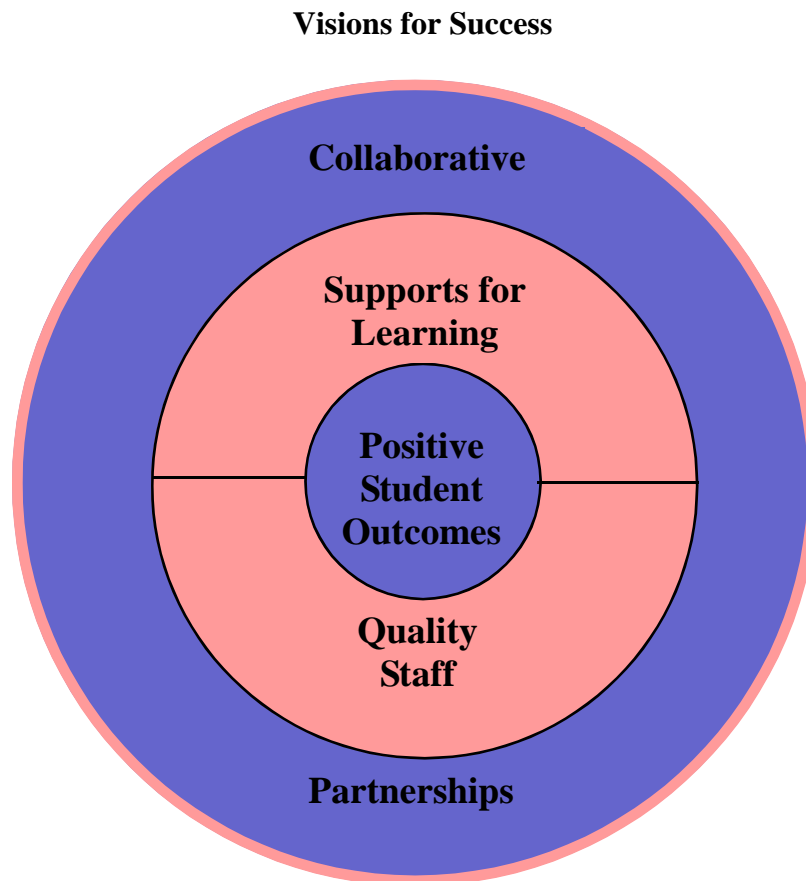
Under the agreement, DVR will develop an Individualized Plan for Employment with all eligible and interested students prior to their leaving the school setting. To the extent that long-term rehabilitation goals, intermediate objectives, and goals and objectives related to enabling the student to live independently are included in the IEP, the Individual Plan for Employment will reflect continued development of those IEP goals and objectives and facilitate their accomplishment.

For More Information

For more information about special education in Wisconsin, please visit the DPI website at <http://www.dpi.state.wi.us>.

If you would like to obtain a copy of the *State Improvement Plan for Children With Disabilities*, contact the Special Education Team at the DPI.

You can also visit the Wisconsin Information Network for Successful Schools (WINSS) website through the department's homepage. This electronic resource has been created to help educators, parents, and community members who have an interest in educating the hearts and minds of all children. Sections labeled Standards and Assessment, Data Analysis, Continuous School Improvement, and Best Practices guide users to key local, state, and national information about success in education.



The graphic above illustrates how the four goals of the SIP contribute to improving results for students with disabilities. The student is found at the center. Supports for learning and quality staff are encircled by collaborative partnerships, all of which are necessary for students to achieve success in society.
